

THE SCHOOL FRIEND.

DEVOTED TO EDUCATIONAL PURPOSES.

"Education—the Bulwark of Liberty."

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THE SCHOOL FRIEND.

PUBLISHED MONTHLY,

BY W. B. SMITH & CO.

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This paper will be sent, FREE OF CHARGE, to every teacher, school officer, or clergyman, in the West or south, who wishes it.

Applications for it should be post paid, and addressed to "The School Friend," Cincinnati, Ohio.

Postmasters, and others friendly to the cause of Education, are respectfully invited to forward us the names of Teachers, School-officers and Clergymen, who reside in their vicinity. Care should be taken to write legibly the person's name, post office, county and state, to which each paper should be sent.

Many are under the ERRONEOUS impression that we will send this paper to ALL whose names are sent us, whether they are the persons designated above or not.

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THE ATTENTION of the reader is particularly invited to the article on SPELLING, contained in the present and last two numbers of our paper. There will be others on the same subject in our future numbers.

SPELLING.—No. 3.

In our previous articles upon this subject, we have shown the nature of the improvements which have been, for many years, in progress, and the fact, that public opinion is extensively and decidedly in favor of changes which promote simplicity and uniformity in the method of spelling. We are now to the practical question, whether we, as individuals, shall give our influence in favor of these improvements, or whether we shall oppose the current of public opinion, and still adhere to all the anomalies, and inconsistencies, and deformities which remain in a language, destined to be the vehicle of cultivated thought and of religious truth to more than half the inhabitable world. It would seem only necessary to present a fair view of the subject, as we believe we have already done, to secure universal effort for progressive improvement. But we will suggest, very briefly, a few additional motives in favor of the system which we advocate.

1st. Changes of the character which have been referred to in our previous articles, will have a tendency to increase the number of educated minds. The removal of any difficulty in the way of education, increases proportionally the practicability of its attainment. This proposition is too plain to require proof or illustration. If all the rules regulating the spelling of words were without exceptions, if all silent letters were dispensed with, if a uniform method of pronunciation were adopted, who can estimate the increased facility of instruction, the time and money economized in a course of education, and the amount of intellect emancipated from the necessity of struggling with artificial obstacles, to be concentrated upon legitimate objects of thought and study? But though this may not be fully accomplished at once, we can still direct our efforts toward the great object, and feel that every step of advance in this enterprise, bears us so much nearer the desired result.

2d. We shall not be alone in this matter. A large majority of cultivated and reflecting minds, both in England and America, are with us. Even the most distinguished authorities for the old method of spelling, give abundant evidence of their strong conviction that changes are needed, and must take place, and seem to groan under the imagined necessity of still adhering, for a while longer, to old forms. Let us hear the opinion of that great champion of antiquated forms, even Walker himself. With respect to the *ll* in such words as *traveler*, *dueling*, &c., he says, "This letter (*l*) has not only, like *f* and *s*, the privilege of doubling itself at the end of a word, but it has

an exclusive privilege of being double where they remain single, though by what right cannot well be conceived. Thus, according to a general rule, when a verb ends in a single consonant, preceded by a single vowel, and the accent is on the last syllable, the consonant is doubled when a participle is formed; *beginning*, *beginning*, &c., but when the accent is not on the last syllable, the consonant remains single, as *suffered*, *suffering*, *benefiting*, &c., but the *l* is (improperly) doubled, whether the accent is on the last syllable or not, as *duelling*, *levelling*, *victualling*, *travelling*, *traveller*, &c." He then speaks of this "gross irregularity," as he calls it, and goes on to say that "the latter *l* is useless in *traveller*, *victualler*, &c." See introductory article in his large Dictionary. Hiley, a philologist of high standing in England, says, "Words ending in *l* or *p*, though not accented on the last syllable, have commonly, but most improperly, the *l* or *p* doubled; as, *traveller*, *workshipper*. The *l* and *p* ought, therefore, in these cases to be single." See Hiley's English Grammar, fourth edition, page 8. Charles Richardson, in the preface to his elaborate Dictionary of the English Language, complains in no gentle terms of the irregularities and inconsistencies in orthography, and thinks and hopes that "much may yet be done" for its improvement. Indeed, with almost entire uniformity, most writers, both English and American, whenever they have had occasion to refer to the subject, have expressed their decided opinion in favor of reform. We are almost inclined to believe, that Mr. Lyman Cobb himself, to whose efforts as opposed to reform we have already referred, would not be so backward to perceive this necessity, were he not somewhat in the predicament of a certain physician who supposed he had discovered a new and infallible remedy for disease. He found, however, upon experiment, that, instead of curing his patients, he uniformly killed them. Upon being asked why he did not relinquish a mode of treatment so fatal, he replied, that he would gladly do so, if he had not written a book recommending it.

3d. Another motive which may, with propriety, operate upon our minds, is the certainty that the work of reformation will go on. The fact, that progress has, thus far, been in this direction, ever since the art of printing was invented; the almost universal conviction, among intelligent men, of the necessity of such improvement, the increase of educational facilities, of reflecting mind, of original thought and investigation; and, in this country, especially, the emancipation of mind from the

fetters of antiquity, and from an undue servility to a kind of literary aristocracy, form an abundant guarantee of ultimate success. The character of American mind, the nature of our government, and our long training in the habit of independent thought and action, peculiarly fit us for this work. Those of the old world, whose very hearth-stones link the memory of their childhood with an ancestry of a thousand years, to whom all things receive much of their value from their association with the hallowed past, may well be pardoned the amiable weakness of reverential horror at the approach of innovation, even though its office be, to polish and refine. But we, of this new hemisphere, with free world for ourselves, felling primeval forests for our homes, leveling mountains and bridging cataracts for our commerce, and accomplishing the still greater and more noble work of carrying light and cultivation to every mind, we are not likely to be kept back by slight causes from any enterprise which will promote individual or public prosperity. Indeed, in this respect, we are pioneers for the whole world. Another Dr. Webster will soon appear among us, and wave after wave will carry on the tide of reform. This is as certain as that adequate causes produce their effects. In the mean time, let every friend of universal education, every lover of his race who desires to see the time, even though in dim prospective, when a child can learn to read the Bible with a few weeks' study, stand firmly on the ground already gained, and still hope and expect ultimate and complete success.

From the Free School Clarion.

Ohio State Teachers' Association, held at Akron, Dec. 30, 1847.

Pursuant to a notice issued by a committee appointed for that purpose, by Institutes held in various sections of the State, during the past fall, delegates, representing eleven counties, this day assembled in the Court House in Akron.

M. F. Cowdery of Lake, Chairman of said Committee, reported that the hour to organize had arrived, called the Convention to order, and stated, in a brief address, the objects of its assembling. The Rev. S. D. Taylor, of Summit, was then appointed President, *pro tem.*, and T. W. Harvey, of Geauga, Secretary *pro tem.* of the Convention.

The President, on taking the chair, made a few appropriate remarks on educational movements, called attention earnestly to the ends to be attained by the contemplated Association, and invoked Divine aid and guidance.

Mr. Cowdery was then called on for his report as chairman of the committee to call the Convention. He reported his correspondence with Teachers and friends of Education in various portions of the State, and read letters from Ex Gov. Bartley and Josiah Hurty, Esq., of Richland, Pres't. Pearce, of Western Reserve College, and R. R. Sloan, Esq., of Knox, expressing their anxiety for

the prosperity of the Association, and regretting their inability to be present at its organization.

On motion, the Chairman appointed L. Andrews, of Ashland, J. W. Shanklin, of Hamilton, and B. Rogers, of Portage, committee to report a Constitution, and M. F. Cowdery, of Lake, L. Andrews, of Ashland, and M. D. Leggett, of Summit, committee to report an address to the Teachers and friends of Education in Ohio.

On motion, S. D. Taylor, of Summit, T. W. Harvey, of Geauga, and F. W. Tappan, of Portage, were appointed a committee to arrange business for the present session of the Convention.

Various educational matters were discussed during the remainder of the evening, M. F. Cowdery, T. W. Harvey, L. Andrews, J. W. Shanklin, F. W. Tappan, H. K. Smith, and P. Dawley joining in the discussion.

On motion, adjourned to 8 o'clock to-morrow morning.

Friday, 8 o'clock A. M.

Convention met pursuant to adjournment. Called to order by the Chairman, Secretary's minutes of last evening's proceedings read.

Committee on Constitution reported, through its chairman, Mr. Andrews, the following which, after some discussion, was adopted.

PREAMBLE.

As a means of elevating the profession of Teaching, and of promoting the interests of Schools in Ohio, we, whose names are affixed, associate ourselves together under the following

CONSTITUTION.

ARTICLE 1st. This Association shall be called the Ohio State Teachers' Association.

ARTICLE 2d. The officers of this Association shall be a President, twenty-one Vice Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, and an Executive Committee, to consist of seven persons.

ARTICLE 3d. It shall be the duty of the Chairman to preside at all meetings of the Association. In case of vacancy or his absence, it shall be the duty of any one of the Vice Presidents to perform the same duty.

ARTICLE 4th. It shall be the duty of the Recording Secretary to perform the usual duties devolving upon such officer.

ARTICLE 5th. It shall be the duty of the Corresponding Secretary to correspond with other associations of a similar character where he may think it advisable; and also, to correspond with individuals and societies, under the direction of the executive committee. He shall further keep a full copy of communications from and to him, in a book provided for that purpose; keep such correspondence on file, and report his correspondence when called upon to do so at any regular meeting of the Association.

ARTICLE 6th. It shall be the duty of the Treasurer to receive and keep all funds belonging to the association, and pay out the same only on or-

ders from the chairman of the executive committee. He shall keep a faithful account of all monies received and expended, in a book to be provided for that purpose, and report the condition of the finances when called upon to do so at any regular meeting.

ARTICLE 7th. The Executive Committee shall carry into effect all orders and resolutions of the Association, and shall devise and put into operation such other measures, not inconsistent with the object of this Association, as it shall deem best. It shall fix the time and place for holding all regular meetings of the Association, and shall appoint at least an annual meeting each year, secure speakers, and arrange business to come before the Association. It shall keep a full record of its proceedings, and present an annual report of the same to the Association.

ARTICLE 8th. The Executive Committee shall hold its first meeting as soon after election as practicable. Four members of said committee shall constitute a quorum for business, and afterwards may meet on its own adjournment or appointment.

ARTICLE 9th. All funds raised for the Association shall be by voluntary contribution, and shall be expended under the direction of the executive committee, through its chairman.

ARTICLE 10th. Any Teacher or active friend of education, male or female, may become a member of this Association by subscribing to this constitution, each male member paying to the Treasurer the sum of one dollar.

ARTICLE 11th. Delegates appointed to attend the meeting of this Association, by county Associations whose object is in unison with ours, shall be considered as honorary members.

ARTICLE 12th. The officers of this Association shall be chosen by ballot at the annual meetings of the Association, and shall hold their offices for one year, or until their successors are elected.

ARTICLE 13th. This Constitution may be altered or amended by a majority of the members present at any regular annual meeting, where notice of such intended alteration shall have been given at the preceding regular meeting.

The Constitution having been circulated for signatures, the Association proceeded to elect officers by ballot. The following gentlemen were elected for the ensuing year:

PRESIDENT.

SAMUEL GALLOWAY, of Franklin.

VICE PRESIDENTS.

P. DAWLEY, of Stark.

A. A. SMITH, of Ashtabula.

A. FREESE, of Cuyahoga.

R. R. SLOAN, of Knox.

E. E. BARNEY, of Montgomery.

L. TENNY, of Washington.

J. B. HOWARD, of Muskingum.

A. D. LORD, of Franklin.

J. R. DOIS, of Wayne.

P. S. SYMMES, of Hamilton.

C. C. GILES, of Warren,
 MR. WILLIAMS, of Clark.
 MR. BLAKESLEE, of Williams.
 B. ROUSE, of Lucas.
 J. HALL, of Huron.
 H. G. BLAKE, of Medina.
 A. GILBERT, of Columbiana.
 MR. BENNET, of Miami.
 WM. FINLEY, of Ross.
 E. S. STANTON, of Jefferson.

RECORDING SECRETARY.

T. W. Harvey, of Geauga.

CORRESPONDING SECRETARY.

M. D. Leggett, of Summit.

TREASURER.

William Benson, of Stark.

EXECUTIVE COMMITTEE.

M. F. Cowdery, of Lake.
 L. Andrews, of Ashland.
 M. D. Leggett, of Summit.
 J. Nichols, of Lake.
 J. Hurty, of Richland.
 F. W. Tappan, of Portage.
 H. K. Smith, of Summit.

On motion, Association adjourned to one o'clock P. M.

Friday, one o'clock P. M.

Association met pursuant to adjournment; Mr. P. Dawley, of Stark, in the Chair.

On motion

Resolved, That the Recording Secretary be requested to keep a record of the names of all Teachers in the State, that expect to continue in the business of Teaching for three years and upwards—and that all such Teachers are requested to forward their names to the Secretary for that purpose.

Resolved, That all Teachers in Ohio, qualified to take charge of *Union Schools*, and who wish employment, be requested to furnish their names, with such references as they may have, to the Corresponding Secretary—and that all School Committees wishing to employ such Teachers, be requested to make their wishes known to the same officer.

On motion

Resolved, That we petition the Legislature to so amend the School Law of Ohio, as to require each school district to raise annually, from the taxable property in said district, an amount of money equal to the amount received from the State funds, for the payment of competent Teachers.

Resolved, That the next regular meeting be held at Dayton, Montgomery county, at such a time in June next as the Executive Committee may hereafter determine.

On motion, adjourned *sine die*.

P. DAWLEY, President.

THOS. W. HARVEY, Rec. Sec'y.

The committee appointed to prepare an address, expressive of the views of the Convention, submit the following:

To Teachers and Friends of Education in Ohio.

We address you with the conviction that the office of Teacher, is second, in importance, to none in community. Its duties and its influences may be imperfectly appreciated, its highest excellence may not often be witnessed, still, its nature and its relations remain the same. The most sacred interests of individuals are confided to its keeping, the most momentous elements of society are intrusted to its guardianship. Does any patriot or philanthropist desire to know to what moral independence the next generation of men may arise, or what intelligence shall guide the highest interests of the state, when he shall have passed from the scene of duty and action? Does any father desire to know what influences may surround his children when he shall be sleeping in the dust?

Let such study the character and principles of the present Teachers of the land. These are the true representative men of the next generation. The qualities of mind and heart, now so little regarded in them, are to be transfused into those under their care, and soon are to be reproduced in the men and women who may succeed them. Their characters are to be wrought into the children of the state. Their influences are to penetrate the inmost being of every child; their teachings to determine, in a great measure, his destiny.

As Teachers, therefore, we feel that our profession is worthy of our highest regards; that it is entitled to our best sympathies and energies. We would not undervalue other professions and pursuits. We honor all who labor in any useful calling, and do their duty well. But from all others, we turn to the noble profession of teaching with a pure satisfaction, and a deep and abiding reverence. Here, inspiring anticipations stimulate us to exertion. Here, the fair pages of science and philosophy open, most invitingly, before us. At variance with no sect, or cast, or creed, we may here, cherish and inculcate the sublimest truths of morality and religion. Aloof from the theater of partizan warfare, we may nourish those virtues and principles, by which honored names have made our country illustrious.

We look, then, with earnest solicitude upon the present condition of our profession, and upon all means tending to its elevation. There are questions which Teachers themselves must consider and decide. To be eminently useful, they must understand their true positions; they must be conscious of the far-reaching influence of their labors, and be able to convince others that they are identified with the substantial interests of mankind.

Further, they must, by their disinterestedness, faithfulness, and devotion, take the question out of the hands of all men, what rank their profession shall hold in society. How shall these objects be accomplished? At the present time we look to teachers' associations for important aid. These may do much for self-improvement, and for professional success. New resolutions are formed,

new energies are awakened, and new confidence felt in the importance of our labors, by meeting with those engaged in similar pursuits.

Especially are they useful in discussing all measures connected with the interests of schools, and in carrying on educational reforms. It must be obvious that there are important principles and measures connected with the Teachers' profession, and the cause of education, to be discussed. Even where most attention has been given to those subjects, much is unsettled, much remains to be considered. These can be best considered by an association of intelligent, practical teachers. Such associations at present exist in many counties of the State, and their utility is generally felt. But an association which would extend its operations and influence over the state, it is believed, would be still more useful. By concentrating the efforts and influence of the teachers of the state, we might hope to see only the best measures adopted, and those vigorously prosecuted and sustained. Especially is such an organization needed at the present crisis. We believe an educational reform has been fairly commenced in our state, and if teachers and friends of education are vigilant, five years need not elapse, before the character of the common schools in Ohio, shall be essentially changed for the better.

With the view, therefore, of promoting both the interests of the Teachers' profession, and the cause of common schools, a STATE TEACHERS' ASSOCIATION has been organized, and is about to commence operations. That such an association will meet the approval of teachers in all parts of the state, and that they will unite their efforts with ours in sustaining it, is our most earnest wish. That it may accomplish the high objects for which it is formed, we most sincerely hope. That it will have a salutary and speedy influence upon the teachers and schools of the state, we cannot permit ourselves to doubt. We are conscious that great labor is before us. To awaken, or change public sentiment in a great degree, is no easy task. Yet this is labor which teachers must perform. To prepare the public mind for wise and liberal provisions for the improvement of schools, is one of the first duties to be undertaken. It is a judicious and well settled maxim with legislators, that it is unwise and unsafe to enact laws, however salutary, in advance of public opinion. A disastrous reaction is almost the certain consequence. However enlightened their own judgments may be on subjects of the first importance, the best statesmen do not feel authorized to adopt measures which are not demanded, or will not probably be sanctioned by the people.

The safest and most enlightened policy then, for those who wish well for their cause, is, to create a demand for such legislative provisions as may be most needed. With respect to schools, this labor is appropriately ours to perform. Great it may be, very great, still it is a happy and gratifying one, and if faithfully accomplished, must

produce the most important and lasting results.

We propose, therefore, as speedily as possible, to examine and discuss, respectfully and courteously, yet vigilantly and independently, all measures and principles of interest to teachers and schools, aside from local considerations or private interests. To sustain and defend what is excellent in our school system or schools, will be our highest pleasure. To prepare the way for introducing improvements where they are needed, will be our next duty. This it seems to us is the safest method of conducting our reform, and the one most likely to save all wise legislation from opposition or subversion by prejudice, and from the influence of political considerations.

In conclusion, we earnestly invite all Teachers and friends of Education in Ohio to co-operate with us in this movement. By our faithful and well directed efforts and labors, and by our united influence and counsels, we promise ourselves the high satisfaction of soon beholding our beloved State taking as high a rank in all the means for promoting virtue and true nobleness, as she now holds in all other elements of greatness and prosperity.

M. F. COWDERY,
L. ANDREWS,
M. D. LEGGETT.

Proceedings of the Executive Committee. To the Teachers and Friends of Education in Ohio.

The OHIO STATE TEACHERS' ASSOCIATION, recently organized at Akron, will hold a meeting early in June next, at Dayton, and early in September, at Columbus.

All Teachers and friends of Education in Ohio are invited to attend these first meetings of the Association.

County Teachers' Associations, and all Educational Societies are requested to appoint delegates to attend the Association at Dayton. Measures of great importance to the Teachers' profession, and to the Schools of Ohio, will be brought before the Association for discussion.

Subjects connected with the interests of Schools have been assigned to Teachers and other gentlemen residing in different parts of the State, for report.

Addresses will be secured from gentlemen interested in the prosperity of the schools of the State. The day of the meeting will soon be fixed, due notice given, and the names of the speakers announced.

The persons below named, are appointed to prepare reports to be read before the association on the following subjects:

TEACHERS' PROFESSION.

J. Nichols, Lake county; A. A. Smith, Ashtabula county; P. Dawley, Stark county.

SCHOOL SYSTEM OF OHIO.

M. D. Leggett, Summit co.; J. Hurty, Richland co.; B. Clapp, Geauga co.

SCHOOL HOUSES AND SCHOOL APPARATUS.

H. K. Smith, Summit co.; S. Miller, Stark co.; J. H. Crouse, Ashland co.

MORAL INSTRUCTION.

J. R. Doig, Wayne co.; D. Branch, Geauga co.; A. Stacey, Lake co.

PHYSICAL EDUCATION.

J. M. Howe, Muskingum co.; P. Dawley, Stark co.; J. Walker, Ashland co.

MENTAL DISCIPLINE.

R. R. Sloan, Knox co.; M. Montgomery, Ashland co.; J. Ingram, Ashland co.

READING AND ELOCUTION.

T. W. Harvey, Geauga co.; A. W. Nason, Erie co.; J. Ogden, Ashland co.

BEST METHOD OF TEACHING ENGLISH GRAMMAR AND ELEMENTARY SOUNDS.

A. D. Lord, Franklin co.; A. Freese, Cuyahoga co.; J. P. Finley, Ashland co.

BEST METHOD OF TEACHING ARITHMETIC; MENTAL AND WRITTEN.

A. Freese, Cuyahoga co.; A. Holbrook, Cuyahoga co.; B. W. Lewis, Richland co.

BEST METHOD OF TEACHING GEOGRAPHY, AND DRAWING MAPS.

W. G. Darley, Trumbull co.; H. Spencer, Geauga co.; F. Bailey, Ashtabula co.

LINEAR DRAWING.

J. B. Howard, Muskingum co.; L. P. Marsh, Delaware co.; E. M. Parrit, Wayne co.

PENMANSHIP.

J. Boothe, Ashland co.; J. C. Taylor, Wayne co.; Wm. Mitchel, Holmes co.

VOCAL MUSIC IN SCHOOLS.

Miss Betsey M. Cowles, Ashtabula co.; Mrs. H. N. Stevens, Montgomery co.; Miss J. M. Beckett, Ashland co.

FEMALE TEACHERS; THEIR QUALIFICATIONS AND COMPENSATION.

Miss C. E. Beecher, Hamilton co.; Miss R. B. Tenney, Lake co.; Miss S. E. Woodruff, Richland co.

CIVIL POLITY IN COMMON SCHOOLS.

J. Rankin, Ashland co.; C. D. Wilber, Geauga co.; N. Sackett, Holmes co.

PHYSIOLOGY AND LAWS OF HEALTH.

A. D. Lord, Franklin co.; J. M. Hathaway, Geauga co.; E. W. Bailey, Ashtabula co.

MENTAL PHILOSOPHY.

L. W. Hall, Portage co.; H. Benton, Geauga co.; A. A. Gray, Muskingum co.

UNION SCHOOLS.

Hon. E. Lane, Erie co.; H. Childs, Cuyahoga co.; J. Hall, Huron co.

PHONOGRAPHY AND PHONOTOPY.

Amos Gilbert, Columbiana co.; J. H. Seymour, Columbiana co.; A. McGreggor, Stark co.

TEACHERS' INSTITUTES.

Wm. H. Nye, Ashtabula co.; J. Cowles, Lake co.; C. C. Giles, Warren co.

SCHOOL GOVERNMENT.

H. Benton, Geauga co.; O. L. Castle, Muskingum co.; N. Boles, Stark co.

NORMAL SCHOOLS.

A. A. Smith, Ashtabula co.; Wm. McClintock, Geauga co.; Wm. G. Clark, Medina.

HISTORY OF EDUCATION IN OHIO.

W. Bowen, Stark co.; L. Tenney, Washington co.; E. E. Barney, Montgomery co.

PRUSSIAN SCHOOL SYSTEM.

S. H. Bushnell, Trumbull co.; J. W. Davison, Muskingum co.; J. L. McGaw, Stark co.

SCHOOL LIBRARIES.

A. H. Bailey, Ashtabula co.; L. S. Hubbard, Portage co.; — Foster, Medina co.

TEACHERS' LIBRARIES.

Z. C. Graves, Ashtabula co.; M. D. L. Niece, Geauga co.

PRINCIPLES OF TEACHING.

E. E. Barney, Montgomery co.; C. Davenport, Hamilton co.

TEXT BOOKS ON ARITHMETIC.

M. D. Leggett, Summit co.; B. Rogers, Portage co.; W. F. Doggett, Warren co.

TEXTS BOOKS ON GRAMMAR.

A. D. Lord, Franklin co.; J. McCormick, Ashland co.; C. F. McWilliams, Clark co.

ON SCHOOL EXAMINATIONS; THEIR IMPORTANCE, AND THE BEST METHOD OF CONDUCTING THEM.

A. E. Stevens, Montgomery co.; Z. M. Chandler, Muskingum co.

It is expected that the Chairman of the above committees, residing in the interior, south and west parts of the State, will be prepared to present their reports at the meeting at Dayton. If they cannot attend in person, the reports may be forwarded to the Chairman of the Executive Committee, to be read by the Secretary. Reports not presented at Dayton, may be prepared for the meeting at Columbus.

It is the design of the Executive Committee, that the subjects assigned should be considered in relation to their bearing and influence on Common Schools, and, when read and approved by the Association, that they should be considered the property of the Association, to be published in a volume, or in any other way, at the discretion of the Executive Committee.

The Committees on Text Books are requested to make full reports on the subject assigned to them. The members of the Association desire that the reports should be made upon the following plan: Let the Committees secure all of the Text Books in their power on the subjects assigned to them, and compare the works; article with article, subject with subject, and state explicitly in their reports in what respect each work is meritorious, and each deficient.

Publishers of Books, Book-Sellers, and Book-Agents, are requested to furnish the Chairman of

these Committees with copies of their works. From our knowledge of the abilities of these chairmen, we do not hesitate to pledge a thorough and impartial review of works placed in their hands. Other text books will be examined as soon as our further acquaintance with the Teachers of the State will justify us in selecting the committees.

Further arrangements with respect to the first meeting of the Association, will be announced in the Educational papers of the State.

Teachers connected with Associations and public schools who are willing to co-operate with us, are requested to forward a catalogue of the Institutions, or their Post Office address, to the Chairman of the Executive Committee, Kirtland, Lake county, Ohio, as soon as may be consistent.

M. F. COWDERY,
Ch'n. of Exec. Com.

Akron, O., Jan. 1, 1848.

The following CIRCULAR LETTER of the Executive Committee is designed especially for circulation in the counties named below. Editors of papers in these counties are requested to publish it, and call the attention of their readers to its objects. Clergymen, and all friends of education in these counties, are earnestly solicited to co-operate in the plans proposed.

(CIRCULAR LETTER.)

To Teachers and School Examiners in the the Eastern and Southern Counties of Ohio:

The Executive Committee of the *State Teachers' Association*, recently organized at Akron, has made arrangements to hold *Teachers' Institutes* in forty counties of the State, between the first day of March and the first day of June next. The services of gentlemen who have experience in this class of schools, have been secured to visit the counties named below, and hold an Institute for one week in each, should Teachers and others co-operate with us in the measure.

The following are the counties designated by the committee and the time fixed for commencing the session in each.

Mahoning	March	6	Wayne	March	6
Columbiana	"	13	Holmes	"	13
Carroll	"	20	Tuscarawas	"	20
Jefferson	"	27	Coshocton	"	27
Harrison	April	3	Guernsey	April	3
Belmont	"	10	Muskingum	"	10
Monroe	"	17	Morgan	"	17
Washington	"	24	Perry	"	24
Athens	May	1	Hocking	May	1
Meigs	"	8	Jackson	"	8
Gallia	"	15	Pike	"	15
Lawrence	"	22	Scioto	"	22
Ashland	March	6	Fayette	"	17
Richland	"	13	Clinton	"	24
Knox	"	20	Ross	May	1
Licking	"	27	Highland	"	8
Fairfield	April	3	Brown	"	15
Pickaway	"	10	Clermont	"	22

It is the intention of the Executive Committee

to make further arrangements for holding Institutes in other counties of the State as soon as practicable.

The object of Teachers' Institutes is to present to Teachers a brief course of instruction in all of the branches usually taught in Common Schools, to discuss the best methods of illustrating principles, imparting instruction, governing and classing schools, and, if possible, to convince both Teachers and citizens of the immeasurable importance of furnishing the best possible education to all the children of the State.

The utility of such schools, has been fully tested in our own and other States, and, in view of their importance, it is hoped that every county in Ohio may soon have a session of at least a week, for such a school.

The condition upon which the committee can secure Instructors to hold Institutes in the above named counties, is, that thirty dollars shall be raised to pay for the services of two instructors for a week. When a class can be formed, numbering fifty and upwards; the expense would be but a trifle for each; so little that it is believed that no county will hesitate on account of the expense. It is very desirable that each county should furnish at least one or two of its most competent teachers to attend regularly through the week, and give instruction in some department of science. Public spirited teachers are usually ready to attend institutes in their own county in this way, without charge for their services. Incidental expenses for fuel or lights, must be paid by the class. It is important that the subject should be taken into immediate consideration, that the Chairman of the Executive Committee may be informed whether the proposals made are accepted. Any further information that may be desired with respect to these schools, or the method of conducting them, will be furnished on application to any member of the Executive Committee.

It is suggested that counties, feeling an interest in this subject, should instruct their representative in the Legislature to have their county included among those allowed to make appropriations from the public fund, to pay the expense of holding a Teachers' Institute annually.

M. F. COWDERY,
Ch'n. of Exec. Com.

All communications to the Chairman are to be addressed to Kirtland, Lake county, Ohio.

As bad as a Drunkard.

In the Boston Police Court on Saturday, a singular case of the impeachment of a witness occurred. A defendant, in order to show that the witness against him was not entitled to full credit, said: "Please your honor, he is just as bad as a drunkard—he is. I don't know as he gets intoxicated with drinking; but he is a common cigar smoker: and I'll prove it, if you will put this case off till I can send for the witnesses."

The Sahara and its Tribes.

To form a correct conception of the Sahara, our readers must dismiss from their minds all the loose and fantastic conceptions which have been attached, from time immemorial, to the interior of Northern Africa. Instead of a torrid region, where boundless steeps of burning sand are abandoned to the roving horseman of the desert, and to beasts of prey, and where the last vestiges of Moorish civilization expire long before the traveler arrives at Negro-land and the savage communities of the interior, the Sahara is now ascertained to consist of a vast archipelago of oases; each of them peopled by a tribe of the Moorish race or its offshoots, more civilized and more capable of receiving the lessons of civilization, than the houseless Arabs of the Tell (the mountainous tract lying between the Great Desert and the sea)—cultivating the date-tree with application and ingenuity, inhabiting walled towns, living under a regular government, for the most part of a popular origin—carrying to some perfection certain branches of native manufactures, and keeping up an extensive system of commercial intercourse with the northern and central parts of the African continent, and from Mogadore to Mecca, by the enterprise and activity of their caravans. Each of the oases of the Sahara—which are divided from one another by sandy tracts, bearing only shrubs and plants fit for the nourishment of cattle—presents an animated group of towers and villages. Every village is enriched by a profusion of fruit-bearing trees. The palm is the monarch of their orchards, as much by the grace of its form, as by the value of its productions; and the apricot, clusters around its lofty stem. The lions and other beasts of prey, with which poetry has peopled the African wilds, are to be met with only in the mountains of the Tell—never in the plains of the Sahara. The robber tribes of the Tuaricha frequent the southern frontier of the Sahara, and the last tracts of habitable land which intervene between these oases and the real desert; but in the Sahara itself, communications, carried on after the fashion of the country are regular and secure. War is, indeed, of very frequent occurrence between the neighboring tribes, either for the possession of disputed territories, or the revenge of supposed injuries; but all that is yet known, of these singular communities, shows them to be living in a completely constituted state of civil society—eminently adapted to the peculiar part of the globe which they inhabit—governed by the strong traditions of a primitive people—and fulfilling, with energy and intelligence the strange vocation of their life."—*Edinburg Review*.

Independence.

What a glorious world this would be, if all the inhabitants could say with Shakespeare's Shepherd, "Sir, I am a true laborer, I earn that I get; get that I wear; owe no man hate; envy no man's happiness; glad of other men's good; contented with my farm."

formed as to conduct it out by a small aperture at each bottom pane of glass.

4. The glass required to light a school-room equally well with side lights would be double what would be required here, and the lantern would be secure from common accidents, by which a great part of the glass is every year broken.

5. The strong propensity which scholars have to look out by a side window would be mostly prevented, as the shutters to side apertures would only be opened when the warm weather would require it for air, but never in cool weather, and therefore no glass would be used. The shutters being made very tight, by calking, in winter, would make the school room much warmer than has been common; and, being so well ventilated, and so high in the center, it would be more healthy.

6. The stove, furnace, or open grate, being in the center of the room, has great advantages, from diffusing the heat to all parts, and equally to all the scholars; it also admits the pipe to go perpendicularly up, without any inconvenience, and it greatly facilitates the ventilation, and the retention or escape of heat, by means of the sliding cap above.

Construction.—Foundation of hard stone, laid with mortar; the superstructure framed and covered with $1\frac{1}{4}$ plank, tongued, grooved, and put on vertically, with a fillet, chamfered at the edges, over the joint. In our view, a rustic character is given to the design by covering the sides with slabs; the curved side out, tongued and grooved, without a fillet over the joint; or formed of logs placed vertically, and lathed and plastered on the inside. The sides diminish slightly upward. A rustic porch is also shown, the columns of cedar poles, with vines trained upon them. The door is battened, with braces upon the outside, curved as shown, with a strip around the edge. It is four feet wide, seven high, in two folds, one half to be used in inclement weather. The cornice projects two feet six inches, better to defend the boarding; and may show the ends of the rafters. Roof covered with tin, slate or shingles. Dripping eaves are intended, without gutters. The roof of an octagonal building of ordinary dimensions may with ease and perfect safety be constructed without tie beams or a garret floor (which is, in all cases of school-houses, waste room, very much increasing the exposure to fire, as well as the expense.) The wall-plates, in this case, become ties, and must be well secured, so as to form one connected hoop, capable of counteracting the pressure outward of the angular rafters. The sides of the roof will abut at top against a similar timber octagonal frame, immediately at the foot of the lantern cupola. This frame must be sufficient to resist the pressure inward of the roof, (which is greater or less, as the roof is more or less inclined in its pitch,) in the same manner as the tie-plates must resist the pressure outward.—

This security is given in an easy and cheap manner; and may be given entirely by the roof boarding, if it is properly nailed to the angular rafters, and runs horizontally round the roof. By this kind of roof, great additional height is given to the room by *camp ceiling*; that is, by planing the rafters and roof-boards, or by lathing and plastering on a thin half-inch board ceiling, immediately on the underside of the rafters, as may be most economically performed. This extra height in the center will admit of low side-walls, from seven to ten feet in the clear, according to the size and importance of the building, and, at the same time, by the most simple principle of philosophy, conduct the heated foul air up to the central aperture, which should be left open quite round the pipe of the stove, or open grate standing in the center of the room. It may be of any required size, say

two feet wide and twelve inches high, sliding up and down between the stovepipe and an outward case, forming a cap to exclude water. This cap may be pushed up or let down by a rod affixed to the under edge, and lying against the smoke-pipe.

In the design given, the side-walls are ten feet high, and the lantern fifteen feet above the floor; eight feet in diameter, four feet high. The sashes may open for additional ventilation, if required, by turning on lateral pivots, regulated by cords attached to the edges above. The breadth of each desk is seventeen inches, with a shelf beneath for books, and an opening in the back to receive a slate. The highest desks are twenty-seven inches, inclined to thirty, and the front forms the back of the seat before it. The seat is ten to twelve inches wide, fifteen high, and each pupil is allowed a space of two feet, side to side.



For the sake of variety, we have given a design in the pointed style, revised from a sketch by —, an amateur in architecture. Any rectangular plan will suit it; and the principles of light and ventilation dwelt upon in the description of the octagon design, may be adapted to this. The principal light is from one large mullioned win-

dow in the rear end. The side openings are for air in summer—not glazed, but closed with tight shutters. The same ventilating cap is shown, and height is gained in the roof by framing with collar beams set up four or five feet above the eaves. The sides, if not of brick or stone, may be boarded vertically, as before described.

From the Ladies' Repository. Chemistry for Girls.

BY REV. E. THOMPSON, M. D.

This is properly styled a 'utilitarian age, for the inquiry, "What profit?" meets us everywhere. It has even entered the temples of learning, and attempted to thrust out important studies, because their immediate connection with *hard money* profits cannot be demonstrated. There is one spot, however, into which it has not so generally intruded itself—the female academy—the last refuge of the fine arts and fine follies. Thither young ladies are too frequently sent merely to learn how to dress tastefully, walk gracefully, play upon the piano, write French, and make waxen plums and silken spiders—all pretty, surely; but why not inquire what profit? But I take my pen in hand, not to utter a dissertation on female education, but to insist that young ladies be taught chemistry.

They will thereby be better qualified to superintend domestic affairs, guard against many accidents to which households are subject, and perhaps be instrumental in saving life. We illustrate the last remark by reference merely to toxicology.

The strong acids, such as the nitric, muriatic, and sulphuric, are virulent poisons, yet frequently used in medicine and the mechanic arts. Suppose a child, in his rambles among the neighbors, enter a cabinet shop, and find a saucer of *aqua fortis* (nitric acid) upon the workbench, and in his sport suddenly seize and drink a portion of it. He is conveyed home in great agony. The physician is sent for; but ere he arrives the child is a corpse. Now, as the mother presses the cold clay to her breast and lips for the last time, how will her anguish be aggravated to know that in her medicine chest, or drawer, was some calcined magnesia,* which, if timely administered, would

have surely saved her lovely, perchance her first and only, boy! O, what are all the bouquets and fine dresses in the world to her, compared with such knowledge?

Take another case. A husband returning home, one summer afternoon, desires some acidulous drink. Opening a cupboard, he sees a small box labeled "salts of lemon," and making a solution of this, he drinks it freely. Presently he feels distress, sends for his wife, and ascertains that he has drunk a solution of oxalic acid, which she had procured to take stains from linen. The physician is sent for; but the unavoidable delay attending his arrival is fatal. When he arrives, perhaps he sees upon the very table on which the weeping widow bows her head, a piece of chalk,† which, if given in time, would have certainly prevented any mischief from the poison.

Corrosive sublimate is the article generally used by domestics to destroy the vermin which sometimes infest our couches. A solution of it is set upon the chamber floor in a teacup, when the domestics go down to dine, leaving the children up stairs at play; the infant crawls to the teacup and drinks. Now what think you would be the mother's joy if, having studied chemistry, she instantly called to recollection the well ascertained fact, that there is in the hen's nest,‡ an antidote to this poison? She sends for some eggs, and breaking them administers the whites (albumen.) Her child recovers, and she weeps for joy. Talk not to her of novels. One little book of natural science has been worth, to her, more than all the novels in the world.

Physicians in the country rarely carry scales with them to weigh their prescriptions. They administer medicines by guess, from a teaspoon or the point of a knife. Suppose a common case. A physician, in a hurry, leaves an overdose of tartar emetic, (generally the first prescription in cases of bilious fever,) and pursues his way to see another patient ten miles distant. The medicine is duly administered and the man is poisoned.—When the case becomes alarming, one messenger is despatched for the doctor, and another to call in the neighbors to see the sufferer die. Now there is, in the canister in your cupboard, and on a tree that grows by the door, a remedy for this distress and alarm—a sure means of saving the sick man from the threatened death. A strong decoction of young hyson tea, oak-bark, or any other astringent vegetable, will change tartar emetic into an innocuous compound.

Vessels of copper often give rise to poisoning. Though this metal undergoes but little change in a dry atmosphere, it is rusted if moisture be present, and its surface becomes lined with a green substance—carbonate or the per oxide of copper, a poisonous compound.

It has sometimes happened that a mother has, for want of this knowledge, poisoned her family. Sourkrout, when permitted to stand some time in a copper vessel, has produced death in a few

hours. Cooks sometimes permit pickles to remain in copper vessels, that they may acquire a rich green color, which they do by absorbing poison. Families have often been thrown into disease by eating such dainties, and many have died, in some instances, without suspecting the cause. That lady has certainly some reason to congratulate herself upon her education, if, under such circumstances, she knows that pickles, rendered green by verdigris, are poisonous, and that Orfila has proved albumen to be the proper antidote to them.

Lead, (often used for drinking vessels and conduits,) if when in contact with water, it is exposed to the air, yields carbonate of lead, (the white lead of the shops.) It is surprising that the neutral salts in water retard this process, and that some salts seem to prevent it entirely; hence, the water of Edinburgh may be safely used though kept in leaden cisterns; and the water of the Ohio is conveyed to the inhabitants of this city with impunity in leaden pipes. Nevertheless, salts of lead may be formed under circumstances not unlikely to occur. Moreover, the acetate of lead is often used to sweeten wine; and the lady acquainted with the affinities of the metal, and the properties and antidotes of its compounds, may have occasion for her information. She will be able by means of articles always at hand—such as epsom salts, or glauher salts—to render the poisonous salts of lead inert. For the soluble sulphates brought in contact with them, will always give rise to the formation of the sulphate of lead, which is insoluble, and without any pernicious properties.

Illustrations might be very readily multiplied; but our space forbids. We conclude by saying, that poisons always produce secondary effects, which antidotes, however perfect, do not prevent. In all cases of poisoning, therefore, the administration of antidotes should not prevent the calling of a doctor.

* This is the antidote of all the acids named. It forms with them innocent neutral salts. Calcined magnesia is better than the carbonate, because the carbonate might occasion an unpleasant distention of the stomach. If magnesia is not at hand, some other alkali will answer.

† Chalk is carbonate of lime. Oxalic acid will unite with the lime, and make oxalate of lime, an insoluble, and therefore inert, compound.

‡ Corrosive sublimate is a deuto chloride of mercury. Albumen attracts one portion of its chloride, and reduces it to the proto chloride, which is calomel.

§ Acetic acid, with oxide of copper, constitutes verdigris.

Examination of Teachers.

The following are the printed questions, prepared, we presume, by Dr. Lord, to which, at a public examination of the candidates for the place of teachers in the public schools of Columbus, written answers were required. We entirely agree with the intelligent editor of the Free School Clarion in the opinion that, "the standard of qualifications here set up, by which to try the teachers seeking a school in the Capitol, is not a line higher than that which should be erected for every one

who proposes to instruct children in the smallest country or village district school in the state.

We shall hereafter present our readers with some of the examination questions used in other places.

GENERAL QUESTIONS.

1. Please write your name in full and your residence.
2. Write the names of any persons to whom you would refer for testimony concerning your abilities and character as a Teacher.
3. State where you were educated principally, and what experience you have had in teaching.
4. Is it your wish and intention to make teaching your employment?
5. What, in your opinion, are the most important qualifications for a Teacher?

THEORY OF TEACHING.

1. Of how much importance do you regard a proper classification of pupils in school?
2. What are the objects a teacher should keep in mind in conducting a recitation?
3. In what studies would you use the black-board?
4. Do you regard it as the duty of a Teacher to endeavor to preserve and promote the health of his pupils?
5. Do you consider the supervision of the physical, intellectual, social and moral habits of your pupils a part of your duty as an Instructor?

GOVERNMENT.

1. What is the proper object of government in school?
2. What are the principal evils in schools against which the Teacher should guard?
3. To what motives do you intend to appeal for the purpose of securing punctuality and regularity in attendance, and order and correct deportment in school?
4. What means do you intend to adopt for inciting pupils to diligence and perseverance in study?
5. What are the legitimate objects of punishment, in any government?

READING.

1. How should the Teacher be occupied while his class is employed in reading?
2. What is the object of audible reading?
3. What are the most important requisites for good reading?
4. What is emphasis?
5. Can you expect pupils to read properly, without understanding the meaning of what they read?

ORTHOGRAPHY.

1. How many separate or elementary sounds are there in the English language?
2. How may the sounds be classed?
3. How should the letters of our alphabet be classed?
4. What is the great object of teaching spelling in school?
5. How can this object be best accomplished?

DEFINITIONS, &c.

Define each of the following words: *accent pronunciation, sentence, ecliptic, ratio*, and write sentences illustrating the use of the words defined.

PENMANSHIP.

1. Should penmanship be taught in common schools?
5. Should pupils commence writing with a pen or a pencil,—on slates or on paper?
3. What are the requisites for skill in penmanship?
4. Should instruction in *pen-making* be given in school?
5. Should *penmanship* or *drawing* be taught first?

GRAMMAR.

1. Should *oral instruction* in English grammar be given to pupils before they commence the study from a text book?
2. What are the principal parts of a sentence?
3. Write correctly the following passage: a ship from egypt ore the deep impeled by guided winds her course for venise held of famed britania were the gallant crew and from that isle her name the vessel *drew*.
4. How many sentences are contained in the foregoing passage?

ARITHMETIC.

1. Should instruction in *mental* or *written* arithmetic be commenced first?
2. What is the difference between notation and numeration?
4. Having a *composite number* and two of its factors given, how would you find the third?
3. What is the value of 3-4 of 5-7 of 8-15 of a pound sterling, in shillings, pence and farthings?
4. What is the *square root* of the product of 529 multiplied by 64?

GEOGRAPHY.

1. Into how many departments should geography be divided?
2. Give the area of the earth's surface and of each of the grand divisions.
3. Can the climate of a country be determined from its latitude?
4. Name some of the important causes which affect the climate of countries.
5. What is the population of the globe, and how many varieties of the human race are usually named?

Be Careful as to Facts.

A short time since, as a well known English master in a grammar school was censuring his pupil for the dullness of his comprehension, and consenting to instruct him in a sum of *Practice*, he said:

"Is not the price of a *penny loaf* always a *penny*?"

When the boy innocently answered:

"No, sir, the bakers sell them *two for three half-pence* when they are stale."

Stale wit is seldom as good as this.

Writing Composition.

Several of our correspondents have recently referred to the subject of Composition as one that receives too little attention in common schools. We concur in this opinion, but it is not easy to point out a method by which the subject can be made interesting to pupils. In the mean time, some useful hints may be gathered from the following article:

Miss B. was about to open a school in the beautiful village of N.; she had passed some weeks in the neighborhood, and thus had been favored with an opportunity to become acquainted with the young people who were to be her pupils; and in her pleasant familiar intercourse with them, to learn something of their dispositions. There were several of the misses from ten to fourteen, who in speaking of their anticipated school, never failed to express their dislike to the practice of writing Composition.

Ida, a laughing eyed little girl, often said, "I love you, Miss B., and will do any thing for you, but write Composition," and the teacher as frequently replied, "you will learn by and by, my dear."

On the first Monday of April, the school commenced, and after the delightful exercises of singing and prayer, the teacher took the names of her pupils, and then in a kind tone said to them: "It is my wish, my young friends, to commence my course of instruction with a perfect understanding of what would be most agreeable to you and your parents; it would take me a long time to enquire of each of you, to what branches you wish to attend, and remember it, in order to class you right; we can have no regular recitation until this is arranged, and I wish you now to take your slates and write down the particular studies to which you will give your attention, and specify the books, which you have, with the names of the authors, and tell me how far you are advanced in any of the Sciences."

All who could write were soon busily employed, and Miss B. had time to class the little girls, who had not learned to write, and to arrange their occupations. It was near twelve o'clock, and many were yet writing. Miss B. requested, that they should place their slates on her desk as soon as they had written what they intended. When they were all brought the school was dismissed with the promise, that they should all find their places in respective classes in the afternoon.

Miss B. then began to examine the slates, and was pleased with the complete success of her plan, there was in all a frank and natural manner of expressing what they wished to tell her, and a correctness of style, with few exceptions, that was quite unexpected. There was some mistakes in spelling, and the use of capitals, but this would be easily corrected.

One young lady objected to studying grammar, it was so very old fashioned; and another said that her mother thought arithmetic was necessary only for merchants, who kept accounts.

Of the fifteen who had written, only four mentioned *composition*. One of these, very modestly wrote, "I believe my father wishes me to write composition, but I *hate* it." Another says, "I *must* learn to write letters, because I may have to write an answer about getting married; but I think I could do it in talking." Another wrote, "I know that my parents wish me to attend to composition; but I had rather be excused;" and the laughing Ida said, "Thank you, Miss B., for permitting me to choose my studies, because I shall not write composition." Miss B. laid down the last slate, confirmed in the opinion that every young lady in her school could write composition.

After the classes were arranged in the afternoon, an hour of the time remained for an exercise in writing, Miss B. proposed that they should copy into their writing books what they had written on their slates. She would correct what errors she had noticed, and they would be convenient to refer to at any future time. All was done as she desired.

The next week, on Wednesday, the young ladies were invited to walk with a party to the rocks, a famous resort for pleasure parties. The weather was favorable, and their walk full of interest; a popular Lecturer, now the teacher of the boy's Academy, was of the party. They related many anecdotes, and some thrilling adventures connected with the history of the village, and the rocks. One young lady whose affection had already disgusted many of her friends, pretended to be so overcome at these recitals as to be unable to walk. The young gentlemen were engaged in making a litter of boughs to convey her home, and she looking languishly on, when a snake made its appearance, when with one bound she was at the top of a rock, and running along left sympathizing attendants and litter, for one less nimble.

The next morning, all were in haste to communicate all that they had seen and heard, and so many were ready to speak at once, that Miss B. could not understand them; then she said to them, "young ladies, I have really regretted not being able to be of your number yesterday; but do me the favor now, as I wish to know all about your excursion, to write down on your slates what you like to tell me, and we shall thus save time. They readily consented, and in a happy humor they narrated their adventures and their impressions of what was new to them. When they had finished, she thanked them kindly, and after reading their descriptions, she expressed her pleasure at the effort they had made for correctness in their communications, and said it would be a pity to lose what they had so well written, at some future day they might like to review it; and she would advise them to copy, in the afternoon, these narrations into their writing books. They consented, and Miss B. gave them directions about the use of capitals, and corrected the improper orthography,

and a part of the afternoon found them neatly transcribing.

The next Monday morning, the countenance of these young ladies wore an aspect of deep thought and seriousness—they had been called to attend the funeral of a dear young friend, who had been a school companion in former years, and a very impressive sermon had been given to them by their beloved pastor, the Sabbath evening previous. Miss B. wished to cherish the tenderness and solemnity manifested, and proposed to omit the usual exercises, and afford to those who would like to do so, an opportunity to write what they knew of their deceased friend, her general character, her attainments, her sickness, her conversation with them in their visits to her sick room, her peaceful death, and what lesson they might learn from her early departure. They were all interested in doing so. When these narratives were closed, they embodied all that any friend of Miss Young could have said, had they been called upon to write an obituary. Miss B. read several of these productions aloud, and remarked that they were correctly written, and afforded a proof that they were rapidly improving in composition. One young lady rose and inquired, "Is *this* composition?" "Yes," replied Miss B., "this is your third piece of the *dreaded* composition, which is nothing more than putting down your own thoughts upon any subject which interests you." "Well, well," said Ida, "I have learned to write composition, and didn't know it; but it is the easiest study in school."

Miss B. had no more trouble; the writing day was hailed as the pleasantest in the week, and Miss B. always contrived to find a subject which they fully understood.—*Youth's Companion*.

Fall of Meteoric Stones in Iowa.

From a recent number of Silliman's Journal of Science, we copy the following letter from Rev. Reuben Gaylord, of Hartford, Des Moines county, Iowa, to Charles U. Shepard, Professor of Chemistry in Amherst College, Massachusetts:

On the 28th of February, 1846, at about ten minutes before three o'clock in the afternoon, the attention of the people in this region was arrested by a rumbling noise as of distant thunder; then three reports were heard one after another in quick succession, like the blasting of rocks or the firing of a heavy cannon half a mile distant. These were succeeded by several fainter reports, like firing of small arms in platoons. Then there was a whizzing sound heard in different directions, as of bullets passing through the air.

Two men were standing together where they were at work; they followed with their eye the direction of one of these sounds, and they saw, about seventy yards from them, the snow fly. They went to the spot. A stone had fallen upon the snow, and bounded twice, the first time, as supposed, about eight feet, and the second time about two feet. The stone weighed two pounds

and ten ounces. The same persons heard another stone strike as it fell, supposed to be small, but they could not find it. Some time in the spring another stone was found about one mile and a quarter west from the place where this fell. It was in two pieces lying together, weighing forty-six pounds. Another fragment, a portion of the same rock, was found about half a mile from the former, which, from the description I had of it, I judge would weigh about fifty pounds. These were coated with a thin black covering. The principal ingredient in their composition seemed to be sandstone. They are full of minute brilliant particles, and occasionally a small lump of some metal is to be found. Inclosed in the sheet I send you three or four small ones. Some were taken out as large nearly as a grain of corn. A man, from whom I obtained a fragment, insisted that they were silver. He had ground up a considerable portion of the rock to obtain this silver, and he thought he had saved enough to make fifty cents (half a dollar.) The above stones are all that have been found, as far as I could learn. The atmosphere at the time of this phenomenon, was mostly clear, somewhat hazy, so warm as to cause the snow on the ground to be somewhat soft. The noise was heard distinctly to a distance of fifteen or twenty miles in every direction. At a distance of ten miles in each direction the sound was like the rolling of a heavy wagon passing swiftly over frozen ground. Smoke was seen in the direction from which the sound seemed to proceed. The smoke appeared in two places, apparently about six or eight feet apart, above the elevation of the clouds, and having a circular motion. The motion of the meteoric body was supposed, from the reports which were read, to be towards the southeast, or rather to the south of east.

The Black Hole in Calcutta.

Let every instructor, after reading the following article, reflect upon the condition of his school-room and see whether it is properly ventilated. In a large number of cases, in the cold season of the year, both teacher and pupils suffer greatly from the effect of overheated and badly ventilated school-rooms. The subject, however, will be discussed at length in one of the subsequent articles on School House Architecture.

The dreadful tragedy at Calcutta, many years ago, is often referred to by physiologists as a fearful illustration of the fatal effects resulting from an impure atmosphere. The details of the tragedy are thus given in Howitt's Journal.

"The most fearful instance on record of the sacrifice of human life from confinement in a limited quantity of air, occurred in the year 1756, when a *hundred and forty-six* Englishmen, taken in Fort William, at Calcutta, by the native prince, Suraj-u-Dowlah, were imprisoned by his orders in the common dungeon of the garrison, known as the Black Hole. This apartment was not twenty feet square, and had only two small windows, and these were partly obstructed on the out-

side by the projecting verandah. It was the very hottest season of the year, and the nights unusually sultry even for that season. The wretched prisoners soon became almost mad with thirst and the craving for air; they shrieked for water in the most furious tones, and fought each other with maniac hands, feet, and teeth, for possession of the ground nearest the windows. When water was brought they battled with each other like demons for the first draught, and they consequently spilled and wasted more than was drunk. The constant crowding to the windows, by obstructing the entrance of air, destroyed all chance of life for those who were furthest removed from them; and many thus perished whose lives might possibly have been saved if all had been content to remain tranquil, taking their regular turns in the more airy portions of the apartment. Many more perished from the violence of the conflict in which they had been engaged; and by two o'clock in the morning, only *fifty*, (but little more than one-third of the original number) remained alive. These, by making the best of their dreadful condition, might have been perhaps all saved, notwithstanding the rapid decomposition of the bodies of the dead gave a new and sickening taint to the air of this terrible dungeon; but one after another continued to sink, until at 8 o'clock, when an order came for the enlargement of the survivors, only *twenty-three* were found alive, and these were so dreadfully changed in appearance as scarcely to be recognised by their very nearest friends."

What is Poetry.

The following magnificent sentences from Lord Bacon go as far as description or definition can, to answer the question, "What is Poetry?" As in geometry, the mind conceives of figures and forms more perfect than the nature of material things can represent, so the creative imagination constructs images and characters more beautiful and glorious than are to be found in actual life. Poetry is the anticipated splendor of a better state, in which the mind's visions of perfection are no dream, and realities unspeakably more excellent than even the brightest ideal.

Poesy.—The use of this feigned history hath been to give some shadow of satisfaction to the mind of man in those points wherein the nature of things doth deny it; the world being in proportion inferior to the soul; by reason whereof there is agreeable to the spirit of man a more ample greatness, a more exact goodness, and a more absolute variety, than can be found in the nature of things. Therefore, because the acts or events of true history have not that magnitude which satisfieth the mind of man, poesy feigneth acts and events greater and more heroical, because the history propoundeth the success and issues of actions not so agreeable to the merits of virtue and vice, therefore poesy feigns them more just in retribution and more according with revealed providence;

because true history representeth actions and events more ordinary and less interchanged; therefore, poesy endureth them with more rareness, and more unexpected and alternative variations, so as it appeareth that, poesy serveth, and conformeth to magnanimity, morality and to delectation. And therefore it was ever thought to have some participation of divineness, because it doth raise and erect the mind, by submitting the shows of things to the desires of the mind; whereas, reason doth buckle and bow the mind to the nature of things. And we see by these insinuations and congruities with man's nature and pleasure, joined also with the agreement and consort it hath with music, it hath had access and estimation in rude times and barbarous regions, where other learning stood excluded.

Rotten Literature.

Within a few years past a wonderful revolution has taken place in the department of book manufacturing. Formerly it was the practice to issue a novel in one, two, or three volumes, have it well bound, and sell it at one dollar per volume. Hence, doubtless, the sarcastic thrust of Pollok, in his *Course of Time*:

"A novel was a book,
Three-volumed, and once read."

Latterly, however, things have assumed a different phase. Messrs. Dickens, Dumas, and Bulwer now come before the American public in a dirty, dingy pamphlet form, and make their obeisance for ten, fifteen, and twenty cents. Circulating libraries, once all the rage, are fast going into disuse. In lieu thereof we have shops, misnomered periodical depots, where any person, with a few dollars in his pocket, can obtain a full supply of rotten trash.

Another revolution, not less wonderful than that just noticed, is, we thank God, also taking place. Publishers and hawkers of novels do not meet with quite so great success as formerly. Sensible people are getting shy of ragged-edged, uncut pamphlets in yellow, brown, and blue covers. They much prefer devoting their money to some other purpose. The reputation of Sue and Dumas is declining, and rapidly. Their best works are scarcely worth translating. And as to James, Ingraham, and other English and American novelists—their works are flapping their sails against the mast.—*Western Christian Advocate*.

An Effective Remedy.

One of the most celebrated physicians of Philadelphia, informed us a few days ago, that on last Saturday a-week, he was summoned to attend a sick child, by its mother, who, as all mothers should, felt much alarmed at the ill-health of her cherub. The Doctor, after looking at the child and feeling its pulse, ordered the mother to fill a large tub three parts with water—then get a pound of good yellow soap, and a coarse towel;—put the

child into the water, and keep it there until it was thoroughly bathed and rubbed—the soap being freely applied the while.

"But, Doctor," said the mother, "you mean to order some medicine, don't you?"

"For the present this is all that is necessary. On Monday morning I will call again."

When he came on Monday, the child was perfectly well.

"Why Doctor," queried the mother, "this is very strange. It is just like *washing*."

"Very like, indeed," answered the Doctor, as he took his leave.

The Land of Dreams.

BY WILLIAM C. BRYANT.

A mighty realm is the Land of Dreams,
With steep that hang in the twilight sky,
And weltering oceans, and trailing streams,
That gleam where the dusky valleys lie.

But over its shadowy border flow

Sweet rays from the world of endless morn,
And the nearer mountains catch the glow,
And flowers in the nearer fields are born.

The souls of the happy dead repair,
From their bowers of light to that bordering land,
And walk in the fainter glory there,
With the souls of the living, hand in hand.

One calm, sweet smile in that shadowy sphere,
From eyes that open on earth no more—
One warning word from a voice once dear—
How they rise in the memory o'er and o'er!

Far off from those hills that shine with day,
And fields that bloom in the heavenly gales,
The Land of Dreams goes stretching away
To dimmer mountains and darker vales.

There lie the chambers of guilty delight,
There walk the spectres of guilty fear,
And soft, low voices, that float through the night,
Are whispering sin in the helpless ear.

Dear maid, in thy girlhood's opening flower,
Scarce weaned from the love of childish play!
The tears on whose cheeks are but the shower
That freshens the early blooms of May!

Thine eyes are closed, and over thy brow
Pass thoughtful shadows and joyous gleams,
And I know, by thy moving lips, that now
Thy spirit strays in the Land of Dreams.

Light-hearted maiden, oh, heed thy feet!
Oh keep where that beam of Paradise falls;
And only wander where thou may'st meet
The blessed ones from its shining walls.

So shalt thou come from the Land of Dreams,
With love and peace to this world of strife;
And the light that over that border streams
Shall lie on the path of thy daily life.

There's not a heath, however rude,
But hath some little flower,
To brighten up its solitude,
And scent the evening hour.

There's not a heart, however cast
By grief and sorrow, down,
But hath some memory of the past,
To love and call its own.

Arithmetical Question for the School Friend No. 5, Vol. 2.

BY A. G. MARSHALL.

It is required to divide two thousand dollars into such parts, that, at 6 per cent. simple interest, they will amount to the same sum in three, seven, and ten years respectively.

ABSTRACT OF THE

METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati,

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.

150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

December, 1847.

Day of M.	Fahrenheit's Therm'ter			Barom.	Wind.			Weather.	Clearness of Sky.	Rain.
	Min.	Max.	Mean.		A. M.	P. M.	Force.			
1	28	38	35.3	29.367	s e	s e	1	cloudy	0	1.24
2	35	41	37.0	.149	n e	n e	1	cloudy	0	
3	30	40	33.7	.349	n w	n w	1	var'ble	1	
4	28	41	36.5	.345	s w	s w	3	fair	6	
5	30	35	30.8	.253	s w	n w	3	cloudy	0	
6	20	37	29.3	.502	s w	s w	2	clear	10	
7	26	56	43.3	.502	s w	s w	1	fair	9	
8	44	51	51.0	.438	s w	s w	1	cloudy	0	.61
9	54	60	56.5	.699	s w	s w	1	cloudy	0	1.95
10	46	53	47.5	.192	west	west	1	var'ble	1	.16
11	36	48	41.0	.433	east	east	1	var'ble	2	
12	34	45	40.7	.303	east	east	1	cloudy	0	.51
13	29	34	31.2	.320	n w	n w	1	cloudy	0	2.29
14	24	32	27.3	.034	n w	n w	1	cloudy	0	.34
15	21	30	25.3	.294	east	east	2	cloudy	0	.30
16	26	33	28.8	.450	n e	n e	1	cloudy	0	
17	22	35	28.3	.423	n w	n w	1	fair	7	
18	28	38	31.0	.534	west	west	1	fair	7	
19	26	38	32.5	.393	west	west	1	var'ble	3	
20	24	33	25.7	.367	north	north	1	cloudy	0	
21	11	30	24.2	.493	west	s w	1	var'ble	3	.21
22	16	29	21.7	.144	west	west	2	var'ble	2	
23	14	39	30.7	.28.956	s w	s w	2	var'ble	5	
24	20	33	25.2	.29.164	west	west	2	var'ble	4	
25	8	19	11.5	.262	west	west	1	fair	9	
26	2	16	10.3	.624	west	west	1	clear	10	
27	14	31	27.3	.514	s w	s w	1	cloudy	0	.06
28	36	40	39.5	.423	s w	s w	1	cloudy	0	
29	43	53	47.3	.373	s w	s w	1	fair	6	
30	47	60	54.3	.291	s w	s w	1	var'ble	1	
31	53	60	57.8	.248	s w	s w	1	cloudy	0	.48

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY.—Least height of thermometer, 2 deg.
Greatest height of do. 60
Monthly range of do. 58
Least daily variation of do. 4
Greatest daily variation of do. 30
Mean temperature of month, 34.27
Do. do. at sunrise, 29.77
Do. do. at 2 P. M. 39.45
Coldest day, December 26th.
Mean temperature of coldest day, 10.3

Warmest day, December 31st.

Mean temperature of warmest day, 57.8

Minimum height of barometer, 28.849 inches.

Maximum do. do. 29.654 do.

Range of do. do. .805 do.

Mean height of do. do. 29.3274 do.

Number of days of rain, 11.

Perpendicular depth of rain, 8.15 inches.

Perpendicular depth of unmelted snow, 20.6 inches.

WEATHER.—Clear and fair, 8 days; variable, 9 days; cloudy, 14 days.

WIND.—N. 1 day; N. E. 2 days; E. 3 days; S. E. 1 day; S. W. 12 days; W. 7½ days; N. W. 4½ days.

MEMORANDA.—1st, began to rain 10 A. M.; very gloomy; 2nd, dark and gloomy; 3rd, nearly cloudy—clear a little in the afternoon; 4th, fair from 8 A. M. to 4 P. M.; 5th, spit snow nearly all day; 6th, very fine, clear day; 7th, beautiful day and night; 8th to 11th, rain with thunder and lightning on the 9th; 11th, variable in the P. M.; 12th, REMARKABLY dark, gloomy day—began to rain at 12 M., and continued till next morning; 13th, began to snow 7 A. M.—heavy snow fell all day and night, and till 10 A. M. of the 14th—spit snow rest of day; 15th, began to snow 3 P. M.—snow all night; 16th, Sun seen a few minutes 11 A. M.; 17th, became clear about 8 A. M., rest of day clear. The Ohio river which had been rising all the week, came to a stand-to-day, when within 6 inches of the high water mark of 1832. 18th, at 9 A. M. rain began to fall; 19th, clear and fair till 10 A. M., rest of day cloudy; 20th, snowed lightly nearly all day; 21st, pleasant A. M.—rain P. M.; 22nd, spit snow a little at daylight—cleared up 3 P. M.; 23rd, 24th, variable, freezing and thawing; 25th, fine, fair, cold day; 26th, clear, cold day—spit snow latter part of night, and became warmer; 27th, snowed till 10 A. M.—then from 2 to 5 P. M.; 28th, mild, thawing day; 29th, 30th, variable, thawing days, with very muddy streets; 31st, gloomy, drizzled 4 to 5 P. M., and rained latter part of night.

OBSERVATIONS.—This month will be long noted in the Annals of the West, on account of the extensive and heavy rains, which produced an unusual and remarkable rise of the streams. This resulted in the loss of a number of lives, and the destruction of a vast amount of property. Many of the streams were higher than they had ever been known to be previously; while the greatest height of the Ohio river, at Cincinnati, was within 6 inches of the flood of 1832. The mean temperature of the month was about 6 degrees less than that of the same month last year. It is, however, about 2 degrees higher than the average. December, as to its mean temperature, is one of the most variable months of the year.

SUMMARY FOR THE YEAR 1847—

Least height of Thermometer, 3 degrees below zero, January 8th.

Greatest height of Thermometer, 92 degrees, June 27th and July 18th.

Range 95 deg.

Least daily variation, 1 deg.

Greatest daily variation, 42 deg.

Mean temperature at sunrise, 45.78 deg.

" " 2 P. M. 62.17 "

" " of year, 53 deg.

Coldest day, January 7th.

Mean temperature of coldest day, 6.8 deg.

Warmest day, July 18th.

Mean temperature of warmest day, 81 deg.

Minimum height of Barometer, 28.849 inches.

Maximum " " 29.913 "

Range of " " 1.347 "

Mean height of " " 29.2937 "

Perpendicular depth of rain and melted snow, 68.18 inches.

Perpendicular depth of snow, 40.7 inches.

The most remarkable phenomenon of the year, connected with the subject of Meteorology, was the extraordinary amount of rain. The annual average at this city, as deduced from the observations of 13 years, from 1835 to 1847, is 47.2 inches. I regard this amount, however, as above the true annual mean. Omitting the year 1847, the annual mean of the twelve preceding years, is 45.66 inches; so that in 1847 the amount of rain, including the melted snow, was about two-fifths more than the annual average. A result of this remarkable quantity of rain was to raise many of the streams in the West, higher than they have ever been known to be, and the Ohio to within 6 inches of the height of the great flood in 1832.

The mean temperature of the year, at this city, as deduced from the means of the years from 1845 to 1847, inclusive, is 53.36 degrees, so that the past year was a little colder than the average.

The mean temperature of the four seasons, as deduced from the same observations, is as follows:

Spring.....	53.86 degrees.
Summer.....	73.42 "
Autumn.....	53.16 "
Winter.....	33.21 "

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I concur fully in the leading portions of the above recommendation—not having had leisure to examine all the particulars referred to.

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From a general and frequent reference to this Dictionary, in constant use, I fully concur in the general merits of the work, and regard it as a very valuable aid to science.
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Philadelphia, Oct. 1, 1842.

Gentlemen,—I have examined the above mentioned work with great pleasure. It is just such a history of our country as I think has long been a desideratum. The chronology is admirably arranged, and the maps are invaluable. I have not time to say all in its praise that I could and would. I fear its price will prevent its extensive use. Should a school edition of it be published, as I hope there will, the maps should by no means be omitted.

I am very desirous to have it in my power to introduce it into the Academical Department of the University.

Truly yours,

S. W. CRAWFORD.

Principal of the Academical Department of the University of Pennsylvania.

Philadelphia, Oct. 23, 1842.

Messrs. A. S. Barnes & Co.—Gentlemen: I most cheerfully express to you the satisfaction with which I have examined Mrs. Willard's History of the United States. It is just such a book as I have long desired for the use of my advanced classes. Its valuable chronological and geographical helps; its marginal analysis; its perspicuous style, methodical arrangement, and impartial statement of facts, render it the most perfect work of the kind with which I am acquainted.

Yours truly,

SAMUEL RANDALL,

Principal of Female Seminary.

Philadelphia, Oct. 24, 1842.

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B. N. LEWIS.

Principal of Academy, 359 South Second Street.

Philadelphia, Nov. 3, 1842.

Messrs. A. S. Barnes & Co.—Gentlemen: I have examined, with deep interest, Willard's History of the United States, as revised and published by you, and think it a work superior to any other of the kind within my knowledge. In point both of design and execution, it is admirably adapted, in my opinion, to facilitate a knowledge of that interesting branch of learning of which it treats. Believing it to be an improvement upon any other History of the United States now in use, I have decided, forthwith, to have it introduced into the Institute under my care.

AZARIAH PRIOR,

Principal of Southern Institute for Young Ladies.

Mrs. Willard—Respected Madam.—Through the politeness of the Hon. S. D. Hubbard, we have had the opportunity of reading your valuable "History of the United States," and, in accordance with his suggestion, have written a notice of it which we offer to the public, hoping that it may have some influence towards its introduction into our schools generally.

Very respectfully, yours,

E. F. HOVEY.

The undersigned having carefully perused Mrs. Willard's History of the United States, desire to commend it to the notice of the public. Its table of Chronology, its convenient and useful marginal index, and its maps, each of which is accurately adapted to that particular portion of history it is designed to elucidate, cannot fail to command the admiration of those who give it a cursory examination only.

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